CAREER DEVELOPMENT ACTIVITY #15

Title: Understanding Group Behaviors and Attitudes

Standard 8001.01: The student will develop self-knowledge and skills related to the world of work and occupations.

    Objective .0103: Understand the role of work in society.

    Objective .0103: Recognize the effects of changing gender roles on occupations.

    Objective .0104: Identify and utilize the decision making/problem solving process.

Standard 8001.02: The student will explore applied technology education and related occupations.

    Objective .0205: Apply economic concepts to personal and workplace experiences.

Standard 8001.03: The student will utilize occupational information in the career planning process.

    Objective .0303 Develop basic employment and job skills.

Time: 45-50 minutes

Materials:
% Chalk and eraser, or whiteboard and marker
% Overhead "Get All You Can: Instructions for Students" (Teacher Copy CD 15.5)
% "Get All You Can" voting round handouts for each student (CD 15.6)
% Four sets of voting cards--Each set is made up of one X card (CD 15.7) and one Y card (CD 15.8).
% Four containers to serve as "banks" (large beverage cups work well)
% Small individually wrapped candy (approx. 160 pieces will be needed)
% Stopwatch or clock with a second hand
% Overhead projector
% Overheads for processing activity (CD 15.9 - 15.13)
% Student Record Books 🗒
    "It takes the whole team to fly this thing" RB 12 (Teacher Copy CD 15.14)

Rationale: "Get All You Can" is a competitive game designed to emotionally engage the students. As they compete with one another to win as much candy as possible, the counselor facilitating the game notes the group skills and attitudes that are exhibited by individual students and teams. Special emphasis should be placed on interpersonal skills and personal qualities identified in the SCANS report (i.e., teamwork, leadership,

negotiation, collaboration, and integrity). These skills and attitudes are then processed as a group and students are invited to reflect upon their own group skills and set goals for improving those skills.

What?   In what activity will the student participate?

The facilitator should do everything possible to create a fun, competitive game show environment to make this activity effective.

(1) **(10 minutes)** <u>Set up the game</u>: Divide the students into four teams. Tell them that today they will be participating in a game called "Get All You Can." The object of this game is for each team to win as much candy as possible. The team which wins the most candy at the end of the game will be allowed to keep it for themselves. The other teams with less candy must return their candy to the bank. Display and Review overhead "Get All You Cam: Instruction for Students" (CD 15.5).

Without giving any more details or answering any more questions, tell the class that you will give each team one minute before the game begins to determine the best way to win as much candy as possible. Do not give the teams hints at this point. Struggling to understand the strategy of the game is an important part of the process.

Remind the class that only the team which gets the most candy will be allowed to keep it!

(2)   **(15 - 20 minutes)** <u>Play the game</u>: Proceed with voting round one. Mark each team's vote on the board underneath their team name. After all four teams have voted, give out or take away candy from each team as needed. Erase the X's and Y's from the board and prepare to move on to the next voting round. **Hint:** At this point in the game teams may want to negotiate with each other. If someone in the class suggests this, allow each team to send their spokesperson into the hall for a one minute negotiating session. Negotiating sessions are best done in this "private" setting. It is important for the facilitator to be a silent observer of this negotiation session in order to effectively facilitate the class discussion later. If no one suggests that the teams negotiate, continue with voting round two. **Be sure to rotate which team becomes the first team to vote each round. This allows each team the advantage of voting last.** After round two, if no one has suggested that the teams negotiate, the facilitator should encourage them to do so. Continue with all the voting rounds of the game. You should have spokespersons meet to negotiate before rounds 5, 8 and 10. As facilitator, you control the dynamics of the game and may allow the spokespersons to negotiate at other times as needed.

(3) <u>End of Play</u>: When voting round ten has concluded, have the teams count their candy. Have the winning team(s) divide up their candy and the losing

teams return their candy to the bank. Also, have each team turn in their voting cards and voting round sheets. At this point ask each team how they are feeling about their experience (depending on how well the teams collaborated, students will win different amounts of candy each time you play this game). Remind students that the object of the game was to win as much candy as possible. Ask if they were successful in accomplishing that goal. Have the students calculate how much candy they could have received from the facilitator if they had collaborated (each team could have won 25 pieces if all had voted **Y** every round + the 15 pieces they started with = 40 per team or 160 for the whole class to share). Again, ask each team how they are feeling about the way the game went.

So What? What will the student learn as a result of participation in this activity?

(1) **[10-15 minutes]** Process the game by asking the students to analyze what they saw and felt as they played the game. After students share responses to the experience guide the discussion to include SCANS skills such as leadership, teamwork, negotiation, competition vs. collaboration, and integrity (overhead masters are provided, CD 15.9 through CD 15.13).

Possible discussion questions:

Leadership (CD 15.9)

How did your team choose its spokesperson and banker?
How did you feel about the way they did their jobs?
How well did your spokesperson represent your views?
How responsible are you for the decisions your chosen leaders make?

Teamwork (CD 15.10)

What was your role on the team?
How well did your team communicate with one another?
Did you put forth your best effort to help your team succeed?

Negotiation (CD 15.11)

What is negotiation?
How effective were the negotiating sessions between the teams? Why?
What would have improved the effectiveness of the negotiations?

Competition vs. Collaboration (CD 15.12)

What is competition? (Emphasize the concept of win/lose.)
Is competition good or bad? Why?
Who was really on your team? (The entire class could have been on the same team

CD15.3

and competed against the facilitator.)
What is collaboration? (Emphasize the concept of win/win.)
How can we use collaboration to expand the size of our team?

<u>Integrity</u> (CD 15.13)

What is integrity?
What integrity issues did you see during the game?
How do you feel about people who lack integrity?
How do you feel about people who show strong integrity?

It is important that the facilitator use effective counseling skills to process this activity because interactions can be quite emotionally charged. Be sure issues are resolved before moving on.

Now What? What can the student do with this new information with regard to career development?

(1) **(5-10 minutes)** Have students open their **Record Books** to RB 12 "It takes the whole team to fly this thing" and reflect on their group skills and attitudes during the game. They should set specific goals to use the information they have learned about themselves to improve their ability to work effectively with other people in the future.

Note: Ask students not to discuss the game with friends until they have also had a chance to participate in it in TLC. Not all students will likely honor this request, but most will. Don't panic if a few students come into the activity claiming that they know how to win a lot of candy from you. When a large group of students play, the game has a way of "working" anyway.

Instructions for Students

Spokesperson:
C **Writes the name of the team on the board and picks up voting cards.**
C **Holds up voting card as the team decides how to vote. Once the voting card is displayed the vote cannot be changed.**
C **Can negotiate with members of other teams.**

Banker:
C **Picks up the voting round handouts and the start-up candy (15 pieces) for how team.**
C **Gets the candy won from the bank.**
C **Returns candy lost to the bank.**

Directions for play:
C **Game is made up of 10 voting rounds.**
C **The team decides whether to "X" or "y" for each round**
C **Depending on the combination of votes, each team will either win or lose candy (see handout).**
C **Because of the strategy involved, each team will have 20 seconds after the previous team shows its vote to discuss how to vote.**
C **Teams rotate voting first.**
C **The game will be somewhat confusing at first, but use your reasoning skills to figure out the best strategies for success.**
C **Prior to play we will allow teams one minute to decide how best to win as much candy as possible. Only the winning team gets to keep their candy.**
C **Be prepared to discuss your experience at the end of the game with the class members.**

Get All You Can

VOTING ROUNDS   1, 2, 3, 4, 6, 7, 9

All X's		Lose 1
1Y	3X's	Y Loses 3
		X Wins 1
2Y's	2X's	Both Y's Lose 2
		Both X's Lose 2
3Y's	1X	All Y's Lose 1
		X Wins 3
All Y's		Every Team Wins 1

VOTING ROUND 5

All X's		Lose 3
1Y	3X's	Y Loses 9
		X Wins 3
2Y's	2X's	Both Y's Lose 6
		Both X's Lose 6
3Y's	1X	All Y's Lose 3
		X Wins 9
All Y's		Every Team Wins 3

VOTING ROUND 8

All X's		Lose 5
1Y	3X's	Y Loses 15
		X Wins 5
2Y's	2X's	Both Y's Lose 10
		Both X's Lose 10
3Y's	1X	All Y's Lose
		X Wins 15
All Y's		Every Team Wins 5

VOTING ROUND 10

All X's		Lose 10
1Y	3X's	Y Loses 30
		X Wins 10
2Y's	2X's	Both Y's Lose 20
		Both X's Lose 20
3Y's	1X	All Y's Lose 10
		X Wins 30
All Y's		Every Team Wins 10

X X

X X

CD15.7

Y Y

Y Y

CD15.8
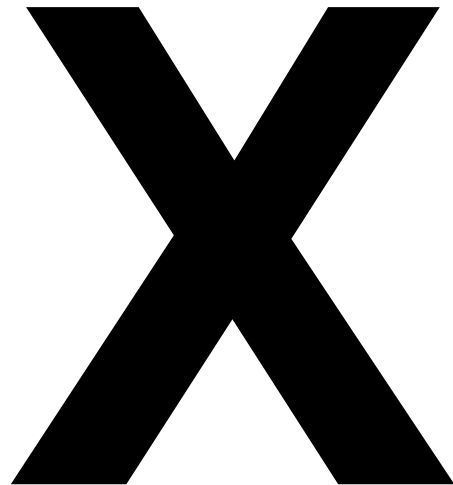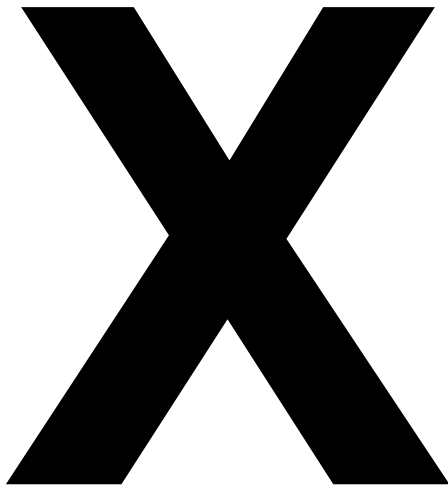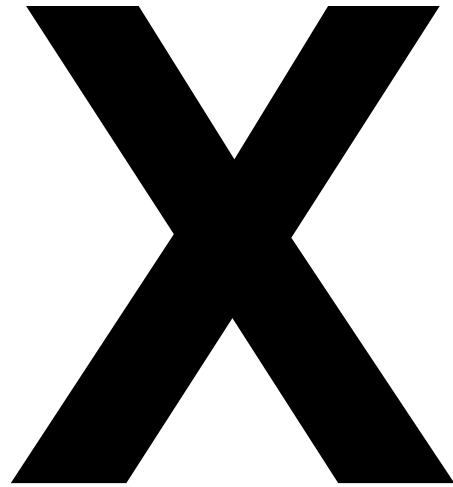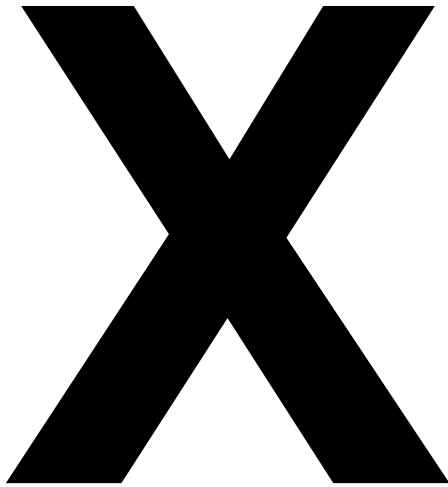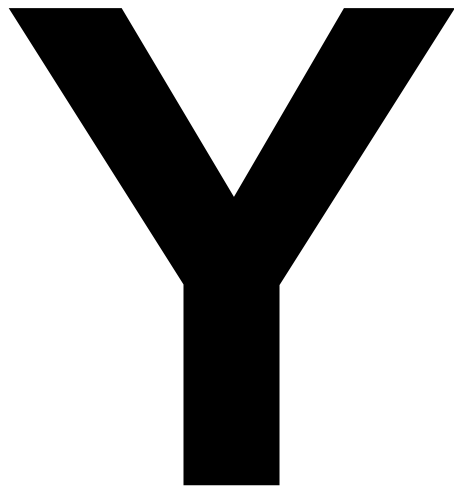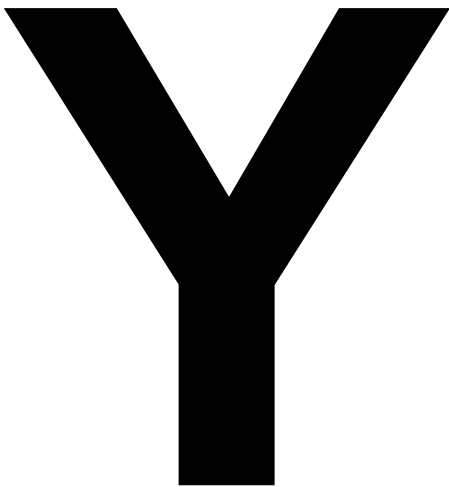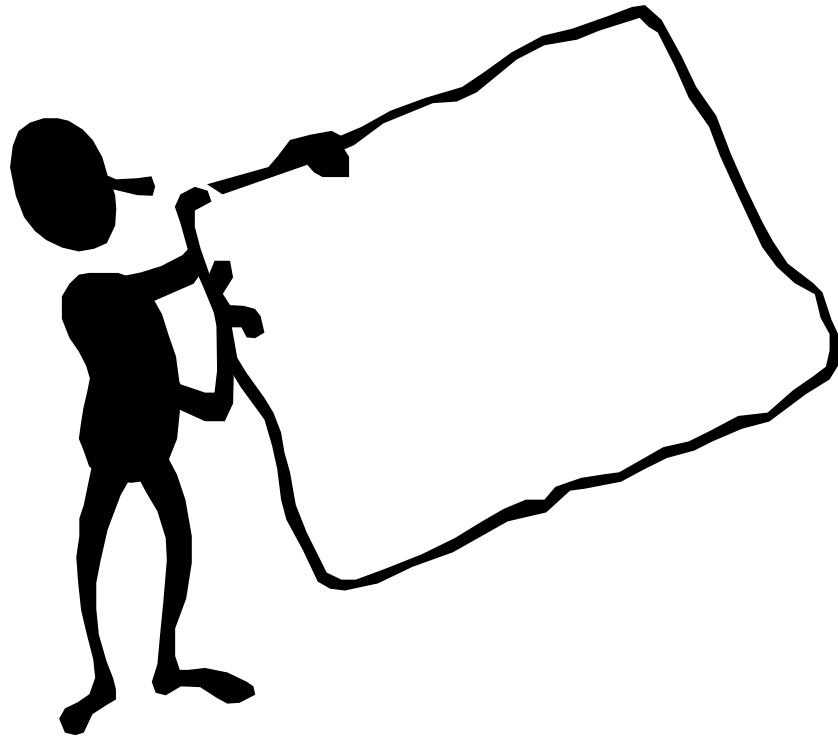
LEADER

A PERSON WHO
IS CHOSEN OR EVOLVES
TO TAKE CHARGE OF A GROUP

How did your team choose it's spokesperson and banker?

How did you feel about the way they did their jobs?

How well did your spokesperson represent your views?

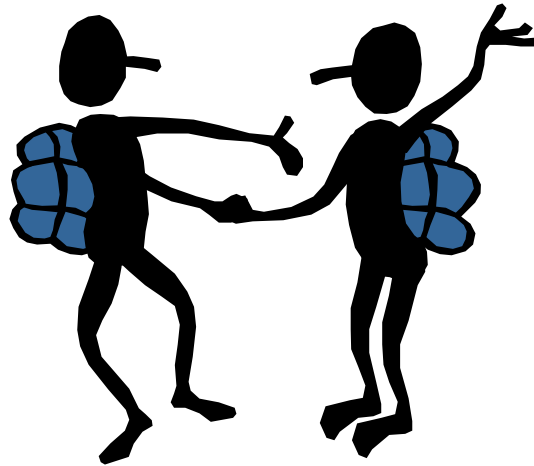How responsible are you for the decisions your chosen leaders make?

TEAMWORK

A GROUP OF PEOPLE
ACTING AS ONE UNIT

What was your role on the team?

How well did your team communicate with one another?

Did you put forth your best effort to help your team succeed?

NEGOTIATION

TO CONFER WITH ANOTHER PERSON OR GROUP TO REACH AN AGREEMENT
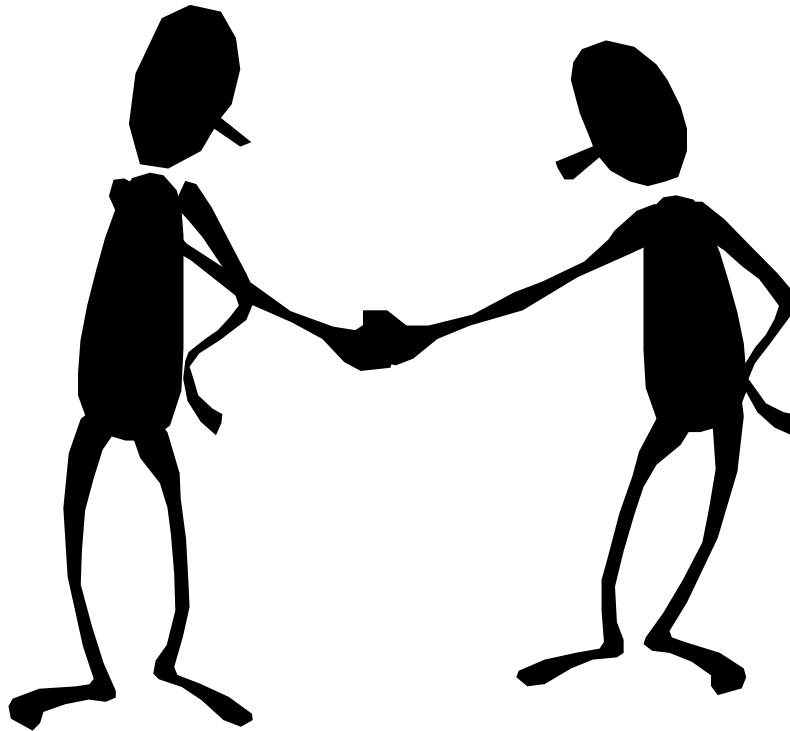
What is negotiation?

How effective were the negotiating sessions between the teams? Why?

What would have improved the effectiveness of the negotiations?

Was your negotiating style assertive, aggressive, or passive (see CDA #13)

COLLABORATION

TO COOPERATE OR WORK JOINTLY WITH ANOTHER PERSON OR GROUP
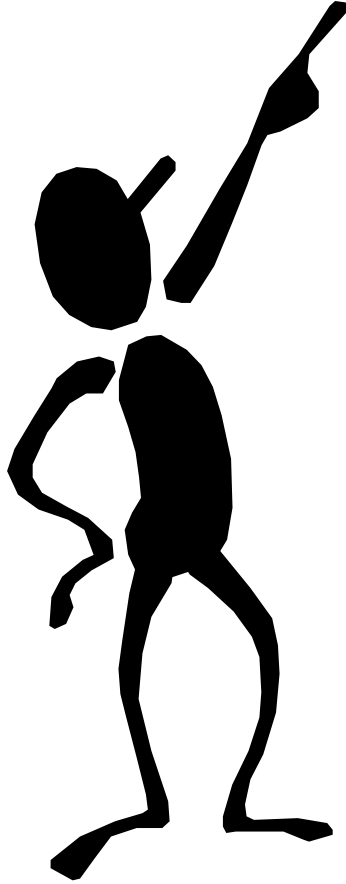
What is competition?

Is competition good or bad? Why?

Who was really on your team?

What is collaboration?

How can we use collaboration to expand the size of our team?

INTEGRITY

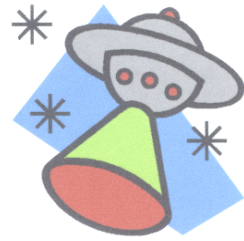## UPRIGHTNESS OF CHARACTER; HONESTY

What is integrity?

What integrity issues did you see during the game?

How do you feel about people who lack integrity?

How do you feel about people who show strong integrity?

It takes the whole team to fly this thing!

Reflect on your experiences as a member of a team in the Group Behaviors and Attitudes class exercise.

PERSONAL LOG: **GROUP SKILLS AND ATTITUDES**   Date:

What was your role on the team:

How did you feel about having that role?

Which skill (leadership, teamwork, negotiation, collaboration) did your team use most effectively? How?

Which group skill (leadership, teamwork, negotiation, collaboration) would your team have benefitted from using more effectively?

How can you apply the things you learned from this activity to other group work you do in school?

Thanks, Eisley.

I couldn't have done it without you!

CD15.14